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ABSTRACT

This document presents a profile of the development of Alaska kindergarten and first grade students in fall 2001. Alaska teachers completed reports for 13,688 kindergarten and first grade students at that time. Most were found to exhibit important behaviors associated with school successes on the Alaska Developmental Profile Recording Form. Assessments came from 365 schools in 54 districts. There is no single district-to-district standard for the behaviors that meet developmental questions on the form, so criteria for, "fine motor development," for example, may differ among districts. A guide to good practice is distributed by the state. Differences among districts are substantial. In Anchorage, 25% of students were not considered to demonstrate "physical well-Being," but in Kenai, only 2% did not receive a "yes" in this category. These differences may be the result of not having a single standard. Overall, whatever the community or standard, most students were found by their teachers to be in the "yes" category when assessed on characteristics that are related to school activities in important ways. An improved Profile form could better identify differences that exist in the areas of academic skills. (SLD)

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Summary Report

Alaska Developmental Profile 2001-2002

Prepared for the Alaska Department of Education and Early Development by the Assessment and Evaluation Department of the Anchorage School District based on data collected from Alaska Schools in fall 2001.

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Ray Fenton
Assessment and Evaluation
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April 2002

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Alaska teachers completed reports for 13,688 kindergarten and first grade students during the fall semester of 2001. Most students were found to exhibit the important behaviors associated for school success identified on the Alaska Developmental Profile Recording Form (Appendix A).

Table 1
Students Assessed by Question
Alaska Developmental Profile 2001-2002

Profile Area	Students Assessed
	13,688
Physical Well-Being	13,506
Fine Motor Development	13,532
Gross Motor Development	13,402
Speaking	13,534
Listening	13,532
Emergent Reading	13,553
Emergent Writing	13,528
Social Development	13,570
Approaches to Learning	13,555
Problem Solving	13,511
Number Concepts	13,543
Attended Pre-School	13,354
Health Data (Goes beyond State Requirements)	13,236
Special Education Individual Education Plan (IEP)	13,268

Student assessments were identified as coming from 365 schools located in 54 districts with only 12 students who could not be placed by school or district based on the information recorded on the forms submitted. Nineteen schools reported on only one student. There were also twenty-four sites that reported on more than 100 students. The average school in the larger urban districts (Anchorage, Fairbanks, Mat-Su) reported on more students than the dozen smallest school districts in the state reflecting the continuing diversity of Alaska schools and communities.

Teachers were asked to answer "Yes" for each element of the Alaska Developmental Profile where "The child exhibits the behaviors." Since no single standardized assessment is used across the state so the criteria for marking down a "Yes" differs from district-to-district. A guide is provided by the State of Alaska on good assessment practice and suggestions have been made for districts to model on the standardized approach taken in Fairbanks, Mat-Su, Kenai, and Anchorage but there is no single district-to-district standard or assessment.

Whatever the district, the answer is "Yes" for most students on every one of the elements of the Alaska Developmental Profile. Table 2 shows the percentage of students found to be able to display the behaviors associated with Physical Well-Being and Motor

Development, Language and Literacy Development, Personal Social Development, Thinking and Cognitive Development

Table 2
All Students
Percentage of Students with a "Yes" Response
For students with a "Yes" or "No"

Profile Area	Students Assessed	Percent Yes
Physical Well-Being	13,506	91%
Fine Motor Development	13,532	88%
Gross Motor Development	13,402	91%
Speaking	13,534	92%
Listening	13,532	87%
Emergent Reading	13,553	80%
Emergent Writing	13,528	84%
Social Development	13,570	89%
Approaches to Learning	13,555	89%
Problem Solving	13,511	86%
Number Concepts	13,543	86%
Attended Pre-School	13,354	56%
Health Data (Goes beyond State Requirements)	13,236	56%
Special Education Individual Education Plan (IEP)	13,268	9%

As might be expected from a system where the assessment is based on local school or district standards, the differences among districts is substantial. Some districts have no students who were given a "No" in any category. Districts that have standardized the assessment practice within the district and require specific pre-defined behaviors to be exhibited to qualify a student for a "Yes" tends to have more students identified with a "No."

Physical Well-Being provides an example of where the community standards may be notably different. Looking at the urban areas of Alaska, the differences are substantial when you consider the number of "No" responses. Here we find that Anchorage reported 25% "No", Fairbanks reported less than 2% "No", Juneau reported less than 4% "No", Mat-Su reported almost 4% "No" and Kenai reported 2% as "No". It is hard to believe that the differences would be this large if all of the teachers were using the same standard in making a judgment that students are physically well nourished, well rested, and dressed for the environment.

In the more academic areas where students are asked to demonstrate that they have skills that are tied to success in school, the percentage of students with "No" translate into notable numbers of students who may be starting a little behind their peers. There are 1,621 students identified relative to Fine Motor Development, 1,190 students in Gross

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Motor development. 1,116 students in Speaking. 1,700 students in listening. 2,704 students in Emergent Reading. 2,115 students in Emergent Writing. 1,498 students in Social Development, and 1,530 students in Approaches to Learning. 1,940 students in Problem Solving. and 1,881 in Number Concepts.

The majority of students, 7,536 of our 13,354, are reported to have some sort of pre-school or daycare. The proportion is different from community to community. with North Slope reporting that only 12 of 274 did not have pre-school while Anchorage reports that only 705 of 3,499 had pre-school. The differences reported suggest that students in various communities come to school with vastly different experiences in socialization.

Because of the differences in standards and expectations, it is hard to draw any but the most general conclusions:

- Most of the students in the State of Alaska were assessed on a number of behaviors at the start of Kindergarten.
- There are substantial differences in the number of Kindergarten students from school-to-school and community-to-community.
- There are notable and significant differences in how teachers rate students from school-to-school and community-to-community which is just as likely due to differences in standards and methods of assessments as it is due to differences in the students.
- Whatever the community or the standard, most of the students were found by their teachers to be in the "Yes" category when assessed on characteristics that are related to school activities in important ways.
- In general, there were more students who were not found to be in the "Yes" categories in the areas that are related to academic skills such as Emergent Reading

The Alaska Developmental Profile would have to be improved and standardized to allow more insightful conclusions and comparisons on the status of students in various communities and school districts. The current form of the Profile is detailed enough to suggest that there may be differences. An improved Profile could do more to pinpoint the differences particularly in the areas of emergent academic skills.

Appendix A

Alaska Developmental Profile Recording Form
2001-2002

ALASKA DEVELOPMENTAL PROFILE RECORDING FORM

Alaska Department of Education & Early Development

SCHOOL NUMBER

YEAR

Please darken blocks completely

This recording form is for (Only one grade level per recording form)

☐ Kindergarten only ☐ First Grade only

STUDENT NAMES

8

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FORM NO. E-13480-ADE

DEVELOPMENTAL LEVEL AND SAMPLE INDICATORS	Sex (M or F)	GENDER	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT				LANGUAGE AND LITERACY DEVELOPMENT								PERSONAL-SOCIAL DEVELOPMENT				THINKING AND COGNITIVE DEVELOPMENT						CHILD BACKGROUND					
		PHYSICAL WELL-BEING: appears physically well nourished, well rested, and dressed for the environment		FINE MOTOR DEVELOPMENT: cuts with scissors, strings beads, uses crayon consistently, stacks blocks		GROSS MOTOR DEVELOPMENT: hops on one foot, balances while walking on a line of floor, walks and runs with ease		SPEAKING: communicates needs, wants or thoughts in his/her own primary language		LISTENING: follows simple two step directions		EMERGENT READING: orally retells a familiar story, knows print carries the message in a picture book		EMERGENT WRITING: draws pictures or symbols to tell a story		SOCIAL DEVELOPMENT: plays and works cooperatively with others, adapts to change		APPROACHES TO LEARNING: shows eagerness and curiosity as a learner, sustains attention in learning experiences		PROBLEM SOLVING: solves daily problems and tasks using trial and error, thinking, and reasoning skills as s/he and with a friend		NUMBER CONCEPTS: understands sequence of turn taking in games such as Candy Land, counts objects, and uses numbers in daily routines		ATTENDED PRESCHOOL: preschool experiences can happen in many configurations including Head Start, private schools, and child care environments		HEALTH DATA: has health file that goes beyond basic requirements of TB, immunizations, weight, height, vision, hearing (e.g., immunizations, weight and/or physical exam records)		IEP: Child has IEP	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N

RATINGS

YES = The child exhibits the behaviors

NO = The child does not yet exhibit the behaviors

Teacher: _____

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